DOCUMENT RESUME

ED 396 129 CE 071 849

AUTHOR Mackenzie, Liz, Comp.
TITLE Light on Learning. Methods To Overcome Barriers to Learning. People's Education No. 5. Second Revised Edition.
INSTITUTION University of the Western Cape, Bellville (South Africa). Centre for Adult and Continuing Education.
REPORT NO ISBN-1-86808-034-X
PUB DATE Feb 90
NOTE 52p.
AVAILABLE FROM Centre for Adult and Continuing Education, University of the Western Cape, Private Bag X17, Bellville 7535, South Africa.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Access to Education; Adult Education; *Adult Educators; Adult Literacy; Check Lists; *Classroom Techniques; *Community Education; Foreign Countries; Inservice Teacher Education; Learning Activities; Literacy Education; Racial Bias; Racial Discrimination; *Teacher Workshops
IDENTIFIERS *Popular Education; *South Africa

ABSTRACT

This booklet contains the materials required to conduct a 2-day popular education workshop to teach community educators ways of overcoming the racial, educational and cultural, and language and literacy barriers to active participation in adult education that are commonly faced by Black adults in South Africa. Presented first is background information regarding the original 2-day workshop, which was attended by 30 South African adult and popular educators and which served as the basis for the booklet. The next section contains the various materials required for the first day of the workshop, including the following: agenda; game to encourage participants to introduce themselves and share their reasons for attending the workshop; workshop introduction; and icebreaker activity to channel participants into one of the workshop's three theme groups. The materials included for the second day of the workshop are designed to help participants do the following: develop checklists for designing and facilitating discussions of the three workshop themes; introduce principles of popular education; apply the workshop materials to their roles as educators; demonstrate concrete applications of the workshop materials; reflect on links between education in the democratic movement in South Africa and elsewhere; and evaluate the workshop. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PEOPLE'S EDUCATION No 5

ED 396 129

LIGHT ON LEARNING

BEST COPY AVAILABLE

Methods to overcome barriers to learning

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E Christaans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Based on a two day popular education workshop for community educators

February 1990 UWC CACE

CE071 849

CONTENTS

INTRODUCTION AND BACKGROUND	1
DAY ONE	6
WORKSHOP DETAILS 1	7
DAY TWO	22
WORKSHOP DETAILS 2	25
EVALUATION	44
REFLECTION	45

This booklet has been produced at the
Centre for Adult and Continuing Education (CACE)
University of the Western Cape
Private Bag X17, Bellville 7535
South Africa
Tel: 959 2798, 959 2911

It is the fifth publication in a People's Education series.
Information on previous publications is available at the above address.

Material in this booklet may be reproduced if the source is acknowledged.

ISBN 1-86808-034-X

Second, revised edition September 1990.

Acknowledgements

Compiled from workshop material by Liz Mackenzie with help from the planning team, and with thanks to all participants.
Designed and produced by Liz Mackenzie with advice from Bev Burke and Hugh Tyrrell.
Photographs by Angus McLeod.
Graphics by Various People and Cecile-Ann Pearce

CACE aims

- to build and extend adult education for a non-racist, non-sexist, democratic society
- to train adult educators formally and non-formally
- to provide resources for adult and community educators
- to support research
- to hold workshops
- to publish material

CACE activities

The Centre for Adult and Continuing Education is based at the University of the Western Cape.

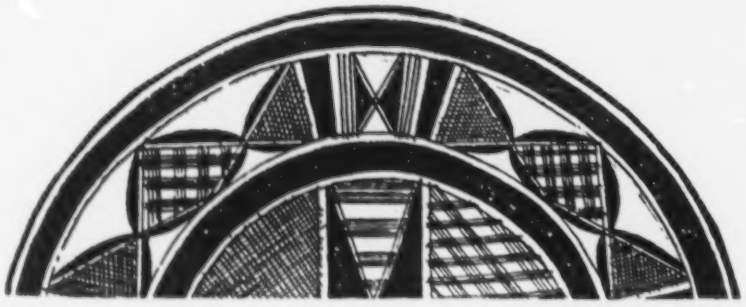
There are two courses for adult educators. One is a two-year part-time Certificate Course mainly for rural community educators. The other is a two-year Advanced Diploma Course for adult educators.

Short courses, workshops and consultations on community education are also held with organisations on request.

A computer literacy project services the computer needs of community organisations and trade unions.

CACE has a resource centre with popular, locally produced booklets, newspaper clippings on organisations and community issues, posters, pamphlets as well as books and journals on adult education.

There are four research projects. One deals with community organisation and education in the Western Cape, another with people's education in South Africa in an international context. A third looks at policy regarding university extension work and the fourth researches distance education linked to the Certificate Course. Work from the research projects is published as on-going feedback to community and adult educators.



INTRODUCTION AND BACKGROUND

Have you ever had the experience, as an adult educator, of racist or sexist behaviour happening in your workshop? Have you ever felt helpless in the face of language or literacy barriers? Or have you found all your careful plans falling apart because you couldn't get active participation from all the members of your group.

If you have ever had an educational "nightmare" and didn't know how to handle it read on...

THE WORKSHOP

This two-day workshop chose to focus on particular nightmares that adult educators have experienced. These were around issues of racism, language and literacy barriers and participants that remained uninvolved. What we learnt during the course of the workshop was that most of these nightmarish situations like racism or language barriers can be resolved by careful design and facilitation. People explored ways of preventing or resolving the nightmares and then drew up checklists for design and facilitation. The principles of these checklists can be applied to nightmarish situations on various issues.

THIS BOOKLET

The experience was found to be so useful that participants wanted a report on it so they could share it with others. This booklet presents the methods and findings of the workshop. It has been created in a way that both reports on what happened and gives guidelines for further use.

BEST COPY AVAILABLE

WHAT IS POPULAR EDUCATION

The term "popular education" comes from the Latin American experience of education for social change. In South Africa the equivalent term used most often is "community education". Another term is "people's education". Popular education is a type of education often used by adult educators. It promotes active, creative, collective learning within a democratic framework. See principles of "education for social change" on page. 34.

WHEN AND WHERE WAS THE WORKSHOP

It was on Wednesday 21 and Thursday 22 February 1990.
It was held at the Centre for Adult and Continuing Education (CACE) based at the University of the Western Cape, South Africa.

WHO ATTENDED

About 30 adult/popular educators, working in community and service organisations were there. See list of participants on page ..5.
They came to talk about their nightmares, to share their worst fears and experiences of working as adult educators

People came to learn from each other about different ways of dealing with their educational nightmares.

They did this by using popular education methods and by seeing how the design and facilitation of workshops can overcome common nightmares.

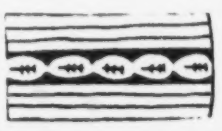
HOW IT CAME ABOUT

Shirley Walters, CACE director, met two popular educators, Bev Burke and Barbara Thomas, in Canada last year. They are both from the Doris Marshall Institute in Toronto, Canada and have worked in Central and North America as well as in Africa.

When Shirley heard they would be coming to Lusaka and Johannesburg to facilitate workshops, she asked if they would be available to come on to Cape Town. As they felt they would be tired after a month of running workshops, they agreed to come, not as the "experts", but on the basis of mutual learning.

CACE then invited 41 organisations to a workshop, proposing various themes such as challenging racism, challenging sexism, overcoming language and literacy barriers. CACE asked organisations to submit other themes. See letter to organisations on page. 46

Other themes suggested were: overcoming resistance to participatory methodology and the question of discipline.



FINANCIAL SUPPORT
We thank Murray McCartney of Canadian Universities Services Organisation (CUSO) for funding the two flights from Johannesburg to Cape Town.

PLANNING TEAM
This was made up of members of CACE staff previously involved in planning and running workshops. They were Joe Samuels, Beverley Thaver, David Abrahams, Liz Mackenzie, Roy Crowder, Shirley Walters and Zelda Groener.

Bev Burke and Barbara Thomas of the Doris Marshall Institute joined the team when they arrived the day before the workshop began.

HOW IT WAS PLANNED
With feedback from organisations, the planning team met to decide on themes. Other meetings were held to decide on and structure the activities for the two days. The second day was left fairly open so the two Canadian educators could slot in. A meeting was held with them on the evening of the first day, to take into account people's expectations and to structure the second day.

CHAIRS and FACILITATORS
Same as planning team (see above).

WORKSHOP READINGS
Each participant received a binder of readings on popular education.

These were:
* Feminism and Popular Education by Rocio Rosero
* Controversies and assertions of popular education in Latin America by Jorge Osorio
* Popular Education: The Latin American Experience by Francisco Vio Grossi

For more information about these, contact CACE Resource Centre.

WORKSHOP MATERIALS
Newsprint, flipchart, thick kokis, masking tape, props (hats, scarves, blankets, masks).

Participants at the popular education workshop

LIST OF PARTICIPANTS

NAME	ORGANISATION
CARMEL MAROCK	EDUCATION RESOURCE INFORMATION PROJECT (ERIP)
PETER GAGU	ERIP
LINDA COOPER	INTERNATIONAL LABOUR RESEARCH INFORMATION GROUP
MARIAN CLIFFORD	WESTERN CAPE LITERACY CO-OP GROUP
CAROLINE KERFOOT	USING SPOKEN AND WRITTEN ENGLISH (USWE)
RICHARD RANGIAH	CAREER RESEARCH INFORMATION CENTRE (CRIC)
LORELLE BELL	COMMUNITY ARTS PROJECT (CAP)
ANDREW STEYN	CAP
LIONEL DAVIS	CAP
BEVERLEY BARRY	CAP
AMOS LENPISI	ILRIG
NDANELE TILELA	ILRIG
BONGANI XEWUKA	CAPE EDUCATIONAL COMPUTER SOCIETY (CECS)
ASHIEK MANIE	CECS
PHUTI TSUKUDU	CRIC
DAVID ABRAHAMS	CENTRE FOR ADULT AND CONTINUING EDUCATION (CACE)
MIZANA MATIWANA	CACE
LIZ MACKENZIE	CACE
BEVERLEY THAVER	CACE
ROY CROWDER	CACE
LINDA BEISTEKE	EARLY LEARNING RESOURCE UNIT (ELRU)
NOZIZWE NYAKAZA	ELRU
PATRICIA PIETERSEN	NATIONAL LANGUAGE PROJECT (NLP)
AYESHA RAJAH	ERASE RACISM AND SEXISM IN EDUCATION (ERASE)
PERETSE MBUTU	WORLD VISION
BEV BURKE	DORIS MARSHALL INSTITUTE
BARBARA THOMAS	DORIS MARSHALL INSTITUTE
SHIRLEY WALTERS	CACE
ZELDA GROENER	CACE
JOE SAMUELS	CACE
NOMHLE KETELO	SACHED EDUCATIONAL RESOURCES

DAY ONE

REGISTRATION

Each participant registered, took a programme and a piece of a puzzle out of a basket as well as a handout of photocopied background readings. See titles on page 3.

PROGRAMME

9.00-9.45	Registration, puzzle game and small group introductions
9.45-10.00	General introduction and welcome - Outline and context of programme - Themes for the day
10.00-10.30	Icebreaker - Bus game - Choosing your theme for the day *Challenging racism *Achieving active participation *Overcoming language and literacy barriers
10.30-11.00	Tea
11.00-1.00	Groupwork - Identify the problem - Present your nightmare - Alternative approaches/solutions
1.00-2.00	Lunch
2.00-4.00	Whole group session - Energiser - Theme groups report on problems and solutions - Barbara and Bev identify patterns and give theory on Popular Education - Barbara and Bev facilitate a reflection on what people want to include for the next day

WORKSHOP DETAILS 1

9.00-9.45

THE STARTER PUZZLE - A WAY OF FORMING SMALL GROUPS FOR INTRODUCTIONS AND FOCUSING ON THEMES

This game enables smaller groups of people to form, introduce themselves to each other and begin to focus on the themes for the workshop and why they have come to it.

Time:	10 - 30 minutes
Objectives:	to get people to introduce themselves to each other and talk about why they came
Why:	it generates an atmosphere of getting to know each other and opens out themes
Who:	whoever comes to the workshop
How many:	twelve or more people

Outline of process:
Photocopies of pictures are cut into several pieces and put into a basket. Each participant takes one piece when they register. They look for the people with the other pieces of their picture. This enables small groups to form around the picture. Each picture may represent a theme, for example: sexism. Questions can be written on the back of the picture to elicit introductions and intentions for the workshop and open up the themes.

On the back of each picture were the questions:

*Share with your group who you are
*Where you work or which organisation you belong to
*Share with the group what you think the picture/ puzzle is portraying
*What you want to share in this workshop
*What you want to learn in this workshop

People were asked to write up the answers to the last two questions on newsprint and paste them up on the wall.

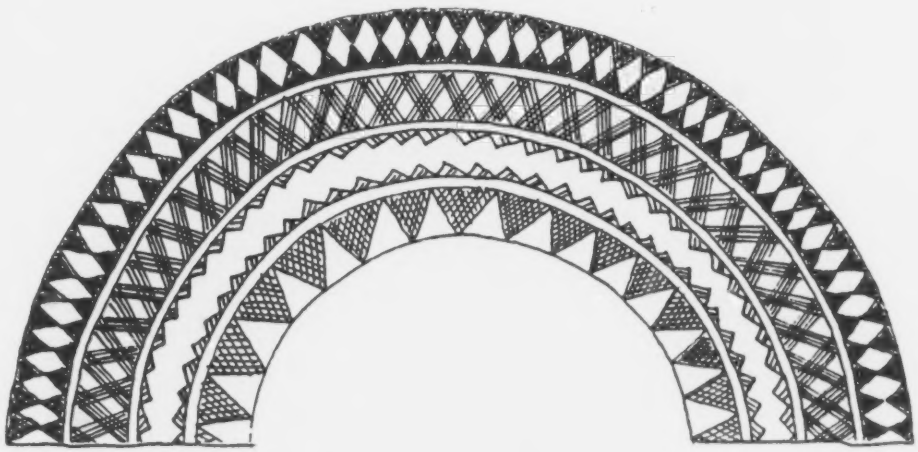
BEST COPY AVAILABLE

These are some of the things people said:

We want to SHARE:

"

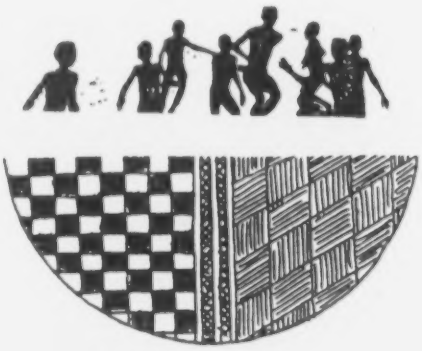
* our experience working with teachers, students, community activists in training for computers
* our experience in popular education in Central America and Canada and training programmes for community educators in how to run workshops
* our experience in training community educators things about creative popular education
* lessons learnt from a decade of educational training
* our experiences - solutions and difficulties
* our experiences - to be used as a resource for further learnings
* difficult to outline contributions without knowing what the workshop will be focusing on
* we will contribute our experience "



We want to LEARN:

"

* what is popular education, how does it differ from people's education?
* how people here see the relation between popular education and organising
* how to get into a more creative mode for designing courses/educational events, how to use engaging methodology - drama, music etc to maximise participation
* how universal is what we are doing here? What is happening in Central/Latin America and what is the place of technology within Popular Education?
* methods people use to promote participation
* connections between these methods and mobilisation
* methods of dealing with nightmares - in decision-making, discipline, group-work, "teaching".
* what is NOT popular education
* ways of addressing difficult issues like racism, sexism
* creation of a safe environment so delegates can examine and learn from their mistakes
* discuss and challenge ideas which are being developed
* how to ask questions
* ways of working with groups to uncover common problems
* how to deal with unforseen problems that emerge when you work with groups
* how to focus the group on problems that are very sensitive and work out solutions
* how to enable groups to work out practical solutions
* what methods to use with mass education
* we want to learn - but not sure what the workshop will offer us
* to aquire different methods of running workshops
* how to improve learning and writing skills of trade union members
* to build critical thinking
* how to deal with gender issue in content and method
* how to deal with language issues "



9.45-10

GENERAL INTRODUCTION AND WELCOME

Shirley Walters welcomed everyone, especially Bev Burke and Barb Thomas and gave background on how the workshop came about. See page 2 .

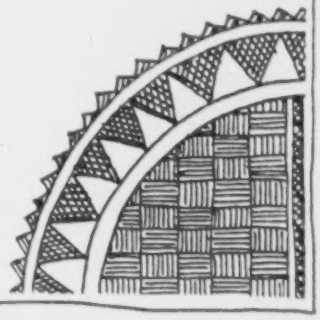
Context
Talking about the various terms for "community education" Shirley outlined the central ideas of the Latin American term "popular education".

POPULAR EDUCATION

- # the practice is participatory and democratic
- # organisation and education are integrated
- # education and action are integrated
- # politics and education are seen as interrelated
- # participants in the learning process are all seen as having something to offer and should therefore actively participate in the process
- # educational experiences are designed to open up participation, analysis, action and reflection
- # the content and process of learning are both seen as crucial components of the educational experience

The workshop would focus on the 'how to' questions for popular educators, she said.

Nightmares
We would express our worst fears and experiences as adult educators. Using these "nightmares" as a basis we would analyse them and generate possible solutions. The central thrust for this workshop was to examine our own practices and problems and use each other to help think about solutions.



Themes
There were a number of issues or themes around which many of the participants had had nightmares. See how the workshop came about on page 2. These were racism and sexism, enabling people to be actively involved, overcoming barriers of language and literacy, analysing society and designing courses. Methods for challenging racism, overcoming language and literacy barriers and achieving active participation were chosen as the focus for the first day. At the end of the day the group would have to assess what they would be able to cover for the next day.

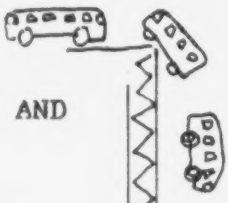
Expectations
People's expectations for the workshop - on what they wanted to share and learn - were put up on newsprint.
There were many areas mentioned which the workshop would address, but it was clearly stated that there were others it would not be able to meet. In those cases people were asked to try to use informal time to pursue particular concerns. At the end of the day the planning team would use those expectations, with participants' added comments and the original programme design, to determine the programme for day two.

For participants to use the workshop to discuss their worst problems and 'nightmares' it would be important to generate an open and trusting relationship within the group. We needed to start by getting to know one another.

The Bus Game - a way of getting to know one another.

ICEBREAKER

The Bus Game is an alternative to going round one by one introducing ourselves or our neighbour to a sea of strange faces, which some people find embarrassing while others switch off. The Bus Game enables people in a large group to actively move around, getting to know each other.



THE BUS GAME - A WAY OF GETTING TO KNOW EACH OTHER AND BUILDING GROUP SPIRIT

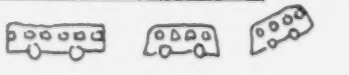
Time:	20 - 60 minutes
Objectives:	- people in large group get to know others - where they come from - builds group spirit
Why:	- gets people moving, having fun and relaxing
Who:	- people from different organisations, areas
How many:	- 20-50 people

Outline of process:
Explain the object of the excercise. Point out that we are all needing to go somewhere and there are different destinations and we need to make sure we get on the right bus. The facilitator can then call out categories of destinations depending on what it may be interesting to highlight. Bus destinations may be formed by the province that you live in and then by place of birth. While people are in their buses they can introduce themselves to each other. People can also be asked to get into buses by organisations or constituency. Besides names, different information can be shared after each change in the group's composition.

Considerations:
Careful selection of the categories of destinations can help show up a group's strengths and weaknesses. If, for example there are very few women, you can ask people to get into buses by their gender - to highlight this if necessary.

To learn each other's names in each bus you could throw around a ball of crushed newspaper in each group with participants calling out the name of the person to whom they are about to throw the ball. You can't throw it to someone twice in a row.

Recommendation:
The facilitator should keep people moving fairly fast to generate an air of excitement.



HOW THE BUS GAME GOT US INTO THEME GROUPS

The three themes for the day had been pasted up on newsprint at various points in the hall, with spaces for 14 names under each.

The themes were:

1. **Methods of challenging racism**
2. **Methods of achieving active participation**
3. **Methods of overcoming language and literacy barriers**

The facilitator asked us to each get into a bus to take us to the theme we had chosen and write our name down underneath it.

11.00-11.30

11.30-1.00

GROUP WORK IN THEMES

People gathered in their theme groups. Each group was given the following newsprint.

> If the theme group is large it may divide into two smaller groups
> - identify the problem (45 minutes)
> - present the nightmare to each other
> - work on alternative approaches/solutions

Each smaller group spent time talking about their nightmares and identifying the problems in the context of the theme they had chosen. They worked out a role-play to capture them in action. Participants used props like hats, scarves and masks to play out their characters.

14 Participants in a role play

SHARING NIGHTMARES - UNCOVERING COMMON PROBLEMS IN A SPIRIT OF DISCOVERY AND FINDING ALTERNATIVES.

Time:	- 1-2 hours
Objectives:	- participants share their problems and fears - people discover others have had similar problems - role-plays help people demonstrate the essence of the problem or nightmare - it gets people working creatively around alternatives
Why:	- puts the emphasis on the problem and not on people's previous inability to deal with it
Who:	- people working in similar areas
How many:	- 5-9 people in a group with one facilitator
Props:	- scarves, blankets, towels, masks, hats, gloves

Outline of process:
Participants share their nightmares in smaller groups. After hearing each person's nightmares the group decides on one nightmarish event to act out. This could be something that actually happened or it could be something made up out of common elements in all the nightmares. Each person then takes on a character and uses the props to emphasise the character.

The two small groups in each theme group then act out their role-plays to one another. The "audience" identifies the problems and helps the "actors" find alternative methods of dealing with the situation in each case.

Recommendation:
A timekeeper and a scribe should be appointed at the beginning of the session. This is to make sure the group keeps to the time allotted. It also ensures that the problems and solutions are recorded on newsprint to later report back to the whole group.

In this workshop people negotiated for more time and the "solutions" slot was shifted to after lunch.

1.00-2.00 LUNCH

2.00-4.00

WHOLE GROUP SESSION

We began with a short energiser to boost everyone's energy after lunch.

ENERGISER : EYE-TO-EYE: A WAY OF COMMUNICATING NON-VERBALLY

Time:	10-20 minutes
Objectives:	to get people moving and communicating non-verbally
Why:	it enables people to experience blocked communication, flowing communication and the transfering of power
Who:	everyone who wants to join in
How many:	10-70 people

Outline of process:
Participants get into pairs and stand opposite each other as if the one were a mirror image of the other. The facilitator explains the three stages.
Stage one: Partner A tries to make eye contact but the other partner won't allow it. No touching or talking is allowed.
Swop roles so partner B gets a chance.
Stage two: Partner A makes eye contact with Partner B at different heights - either sitting, kneeling, squatting, standing with bent knees or standing. Swop roles.
Stage three: Partner A makes eye contact with partner B and moves through the various body levels. Still without saying anything after a few seconds Partner A gives the lead to Partner B who then keeps eye contact while moving from standing to bending knees to squatting and so on.

Considerations: This is a useful excercise to sensitise people to issues of communication and sharing power.

Recommendations: Music with a beat which gets faster and faster is useful to play while people are trying to get or are holding eye contact.

REPORT-BACKS ON NIGHTMARES AND WAYS OF RESOLVING THEM

After the energiser, participants took some of this time in the whole group session to work in their theme groups on alternatives or solutions.

They added these to the nightmares written on newsprint and pasted them up on the wall under each theme. Participants then reported back to the whole group:

METHODS OF OVERCOMING RACISM

<u>Associated problems/issues</u>

* Racism is part of power relations in society
* Black/white racism is based on real power relations
* Fear of being accused of being racist leads us to "tread on eggs"
* Racism is often asssociated with power struggles in an organisation
* People bring with them unexamined assumptions which interfere with them making the kind of changes they want

<u>Possible solutions</u>

* We need to find ways of working together as equals linking the changing of attitudes to joint action
* We have to create situations where these differences can be frankly acknowledged
* We have to acknowledge that it is always possible that one can be racist
* The role of the popular educator is to make clear how power works both formally and informally to enable people to challenge it and use it
* When issues around racism occur, the popular educator should be able to name what they see and ask for a response

METHODS OF ACHIEVING ACTIVE PARTICIPATION

Nightmares or common problems

* Language barriers and racism
* Formal education - resistance to popular, progressive methods
* Lack of confidence
* Cultural barriers
* Ideological differences and tensions between members of different organisations
* Lack of interest from some (disruptive) participants
* Lack of understood purpose of meeting
* Domination by one group or individual
* How do you get people to participate when they don't want to because the issue is sensitive, for example a colleague who is not doing his work
* Lack of discipline in meeting
* Lack of listening to other people's views
* "Teacher" not wanting to take charge

Possible alternatives/solutions

- **Language barriers**
* Small groups of discussion by people in their own language
* On-going translation
* Long-term solution - a different educational system
- **Formal education**
* To explain why you want to use other methods, to start with what people are familiar with and change the approach gradually
* To take into account people's background
- **Lack of confidence**
* Small groups or pairs discussion
* Giving each person space to talk in a circle: use the talking stick (see page.28 for explanation) or spending beans each time you talk (see page.28)
- **Cultural barriers**
* Need to be sensitive to them
* Build in a discussion before the workshop to understand the issues (educational and ideological) of the people attending
* Allow issues to be discussed by the group as a whole
- **Different ideological viewpoints**
* To encourage respect for other viewpoints
* Establish from the start common areas/problems in daily lives.
- **When the issue is sensitive, for eg, criticism of a colleague**
* Develop a climate of feedback: assessing people's strengths and weaknesses often so it becomes natural
* Have a set of questions and write down the answers without including your name
* Encourage people to crit themselves
* Smaller teams can work on the problems and solutions and report to the rest
* If the person has a clear definition of their role you can look at the extent to which it is being done (depersonalise it with clear categories of role, topic, instructions and questions).
* Be positive rather than aggressive
* Some issues could be dealt with one-to-one after the meeting

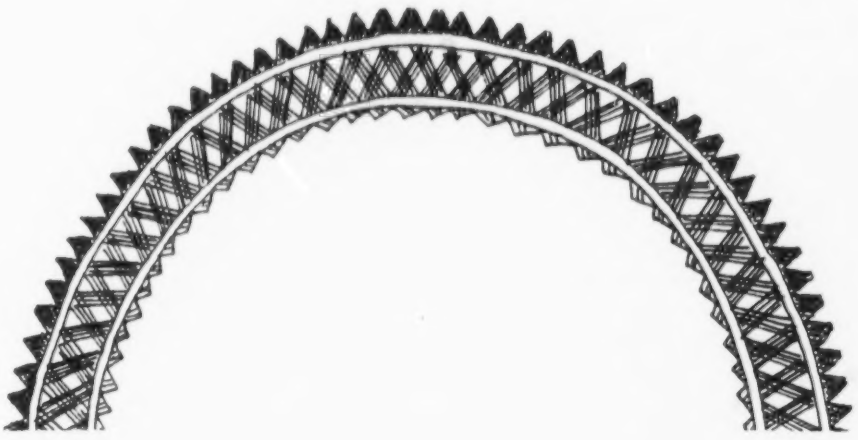
METHODS OF OVERCOMING LANGUAGE AND LITERACY BARRIERS

Problems

* Learners understanding the language of adult education
* Insensitivity to different language groups/levels
* Conflicting needs and cultural barriers
* Adult education has a problem in how to transmit information
* Difficulty of problem-posing in a second language
* Concern for "proper English" prevents discussion/participation

Solutions

* Allow time for translation (bearing in mind the longer the chain of communication, the more likely it is to break)
* Explain clearly
* Adult educators should learn a third regional language
* Language groups of participants should be established early
* Needs and expectations should be established early on
* Facilitators' training is important
* Ground rules such as listening must be negotiated
* Visual aids but remember the importance of being aware of the codes one uses, noting visual literacy among participants. Codes have to mesh with their experience
* Possibly pose problems in participants' mother tongue
* Possibly divide people into language groups
* Focus on the message and context and not on the grammar
* Encourage people to speak



This session took longer than planned, there was not time to have the input from Bev and Barb and so we moved on to the reflection to decide what to include for the next day.

REFLECTION FOR FOLLOWING DAY

TASK
In your small group discuss:
1. What was useful for you in today's programme?
2. What is the major thing you would like to get out of tomorrow's programme

(10 minutes)

A piece of newsprint was put up on the wall and Barbara wrote on it as each small group reported back on their discussion. Where people repeated points she put a tick to get a sense of what people wanted the most.

TOMORROW
* Input on popular education
* Leading from today's data to design and facilitation
* Connections of issues today to popular education in other places
* Link learning to applications in our work places - coming away with a design
* Report would concretize guidelines where possible
* Explore themes - sexism, design, analysing society
* How to design a course taking all the themes into consideration
* Bev and Barb's experiences - Lusaka workshop - other input
* How to design a course taking all the themes into consideration
* B and B's experiences eg Lusaka workshop: input

SPACE FOR NOTES

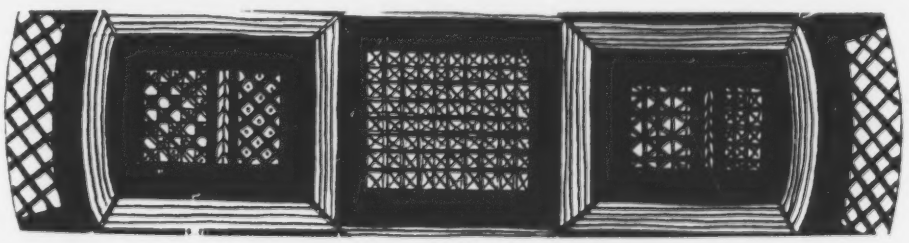
DAY TWO

After everyone was welcomed a sheet of newsprint with the following objectives was stuck up on the wall.

OBJECTIVES

1. Develop checklists for how design and facilitation can begin to address the problems explored in the three theme groups.
2. Introduce principles of popular education and link them to the work we have done.
3. Apply our learning from this workshop to our roles as educators.
4. Demonstrate to each other concrete applications of our learning.
5. Reflect on links between education in the democratic movement here and elsewhere.
6. Evaluate this workshop.

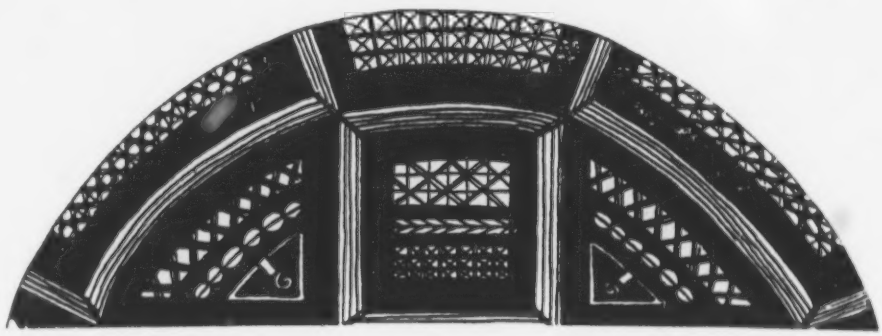
The facilitator, Barbara, then linked the objectives for day two back to what people had requested at the end of day one. Where requests had not been able to fit into the programme for the second day this was clearly pointed out.



In order to carry out the objectives a proposed agenda written onto newsprint was stuck up on the wall.

PROPOSED AGENDA

9-11:	Agenda/objectives for the day Checklists for design and facilitation Input on principles of popular education
11-11.30	TEA
11.30-1	Applications of our learning
1-2	LUNCH
2-3.15	Demonstrating our learning
3.15-3.45	Links between education here and elsewhere
3.45-4	Evaluation



WORKSHOP DETAILS 2

9-11

AGENDA/OBJECTIVES

The agenda was read through and agreed upon.

ENERGISER: PERSON-TO-PERSON

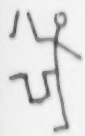
Time:	10 - 20 minutes
Objectives:	to generate energy to wake people up
Why:	gets people moving so the oxygen goes to their brains, and laughing so they relax
Who:	anyone in the group who wants to play
How many:	an odd number from 15

Outline of process

Participants get into pairs. Anybody who doesn't want to play can sit and watch. The facilitator can give a demonstration of what to do. When she calls out, for example, "knee-to-knee" people in their pairs touch their knees together. Then she calls out "hand-to-hand, forehead-to-forehead" and then "person-to-person". When she shouts "person-to-person" everybody has to find a new partner. The facilitator joins in grabbing someone as a partner which leaves one person out. The one left out then calls out the instructions ending with shouting "person-to-person". Everybody grabs a new partner and one other person is left out. And so the game goes on for a few minutes with lots of moving around and laughing.

Considerations:

It can be used to alert people to questions of power relations. Although nobody wants to be left out, if you are, you have the most powerful position of calling out the instructions. In this workshop one of the people left out instructed the others: "lips to lips".



INPUT ON DESIGN AND FACILITATION

Planning and design

Whatever you need to do *before* the event.

This is where one asks oneself questions like:
What things do we need to think about
What will the participants at the workshop already know
What outcomes do we want
How do we need to structure the workshop

Facilitation

Whatever you need to do *during* the event.

This is where one asks oneself questions like:
Does everybody here know each other
Where could questions be posed to move the group through a conflict
Is everyone getting a chance to contribute
Is there a hidden conflict here and would it be appropriate to state that one is noticing it and ask for a response

Each group was then given a TASK on a piece of newsprint in order to draw out guidelines or checklists from the work they had done the day before.

For example:

> TASK
> From the work your group did yesterday on methods of achieving active participation, develop a checklist for the popular democratic educator on effective planning and design of a workshop
> (you have 30 minutes)

For example:

> TASK
> From the work your group did yesterday on methods of challenging racism, develop a checklist (guidelines) for the popular democratic educator on effective facilitation of groups.
> (you have 30 minutes)

Participants went into their three theme groups and split into two smaller groups to work on either design or facilitation.

Each smaller group looked at what they had written up on newsprint from the previous day and pulled out guidelines. In discussion more guidelines were added.

Each group wrote up their checklist and pasted them up on the wall under the two headings:

CHECKLIST FOR PLANNING AND DESIGN

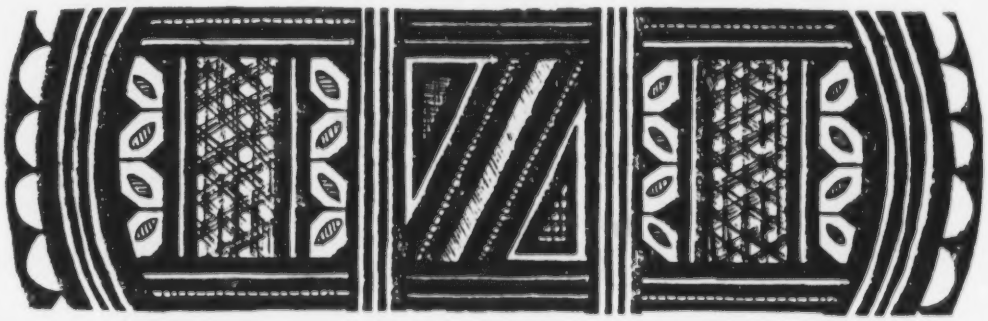
CHECKLIST FOR FACILITATION

Everybody gathered together and the whole group was guided through each checklist by a member of each group.

PLANNING AND DESIGN CHECKLIST
for methods of challenging racism

* Be clear about constituency ("race", class, gender, education levels, language, age) - WHO
* Have very clear objectives
* Decide on questions of language, accepting that the message should reach all
* Pre-workshop committee should take all the above into account - who, what and how
* Facilitators, leaders of the workshop should also take the above into account
* How to anticipate possible incidences of racism and prejudice - discussion with facilitators in pre-planning to discuss issues - maybe have a hand-out
* Be clear with participants on decision-making processes and projected outcomes
* Food preferences and accommodation should be taken into account

When the whole group discussed this checklist the following was added:
* Put racism on the table for discussion



PLANNING AND DESIGN CHECKLIST
for methods of achieving active participation

* Find out cultural background, language and education
* Check resources in the group and then plan your groups (translation/language)
* Logistics - food, venue, to take participants into account
* How will you divide people into groups and how will you have report-backs done
* Are the icebreakers/activities appropriate
* Involve key participants/politically dominant participants in the planning
* Decide whether groups stay the same or change depending on your objectives
* Plan activities to break people's domination of discussion or silences
* Who the participants are depends on the need to clarify the purpose of the workshop
* As the designer of the workshop make your assumptions explicit
* Use methods to make the workshop interesting
* Allow for flexibility in the workshop
* If the issue is sensitive, lead people in gradually, timing is important
* Create a conducive climate by utilising people's experiences

Added during large group discussion: To break domination of discussion or silences you could plan to use the techniques of the string, the beans, the talking stick or pairs.

The string: A ball of string is held by the person who opens the discussion. It is then thrown to the following person who speaks. A web of string is therefore created during the discussion. At the end it is then easy for people to see concretely how some people have spoken a lot while others have not spoken at all. This could either be used simply to make people aware of what is happening or it could provide the basis for a further discussion.

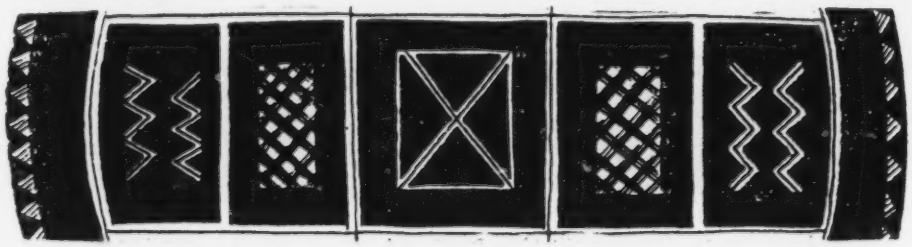
The beans: When there is a problem of some people dominating discussion, the facilitator can hand five beans to every participant at the beginning of a discussion. Each time someone talks they "spend" one bean by putting it down in front of them.

The talking stick: This technique was used by North American Indians. The talking stick (any stick, even a pencil, will do), is held by the person talking and only the person who holds the stick may talk. It is then passed on to the next person who holds it while they talk.

Another way to ensure more even participation is to plan for people to go into **pairs** to discuss and then for each pair to **report back on only one thing**.

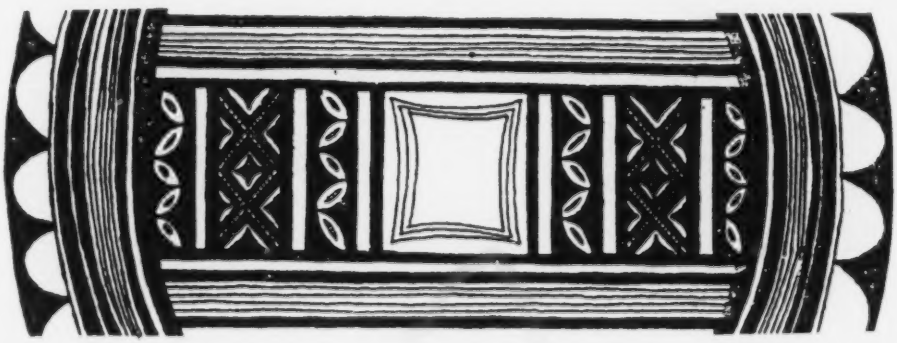
PLANNING AND DESIGN CHECKLIST
for methods of overcoming language and literacy barriers

* Identify the problem
* Ask questions about the audience, looking at language, level of language, background, expectations.
* Have a pre-selection of people or a meeting with them before the workshop, or an assessment at the beginning of the workshop with negotiation about languages to be used and translation.
* Think about translation, small group work, make sure facilitators speak a second language and that they are well distributed.
* Set goals
* Check on practical set-up, venue, language group divisions, time management, hand-outs, supply visual, audio and written aids
* Translate instructions
* Evaluate
* Train facilitators or have co-facilitation



FACILITATION CHECKLIST
for methods of challenging racism

* Facilitator partipates in some of the excercises with participants
* Facilitator acknowledges power vested in the facilitator; facilitator uses that power for the benefit of, and in consultation with, the group
* Facilitator can make power relations more equal by:
  - giving his/her experience/knowledge the same value and status as that of the participants
  - making structured spaces for critical reflection and a reshaping of the process
  - question; check if facilitator understands what someone has said, refer back to what people have said
  - negotiate a "contract" for what participants and facilitator will contribute, what roles and responsibilities people will assume
* When tensions which may include racism occur in a group, and when the group becomes unable to function, the facilitator names what she/he sees and asks for a response
* Probe/ask questions which get to the heart of general or vague statements
* Acknowledge that different experiences of the same situation are possible

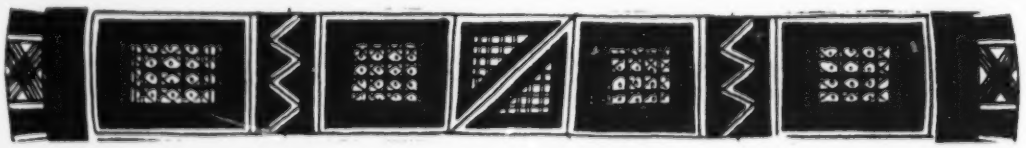


FACILITATION CHECKLIST
for methods of achieving active participation

* Make sure purpose and goals of the meeting are clear and understood and agreed upon by everybody from the beginning
* Check that people know each other. If not, have an introduction game
* Be sensitive to people's strengths and weaknesses and create a positive rather than negative or aggressive atmosphere
* Be flexible to group dynamics and levels of concentration by using games to energise participants or by posing questions to push the group forward
* Keep reassessing group in terms of what they know
* Check back with people to see if what is being done is what they want to be doing to reach the goals
* Re-negotiate goals if necessary
* Have an array of techniques to use when necessary
  - introductory games
  - list of questions
  - talking stick
  - beans to spend for talking
  - buzz groups (get people into pairs for in-depth discussion)
  - smaller groups with report-backs
  - give concrete examples or demonstrations of the instruction
  - have the task clearly written on newsprint
* Be sensitive to people's cultural and ideological differences and encourage people to express them openly when necessary by posing questions, by role-play or in a one-to-one conversation aside from the group
* Check back with people if the methods being used are OK with them
* Check that people understand the language you are using. If not
  - maybe use translation
  - or a list of key words compiled with the group which they can refer to on a sheet of newsprint
* Clarify and continue to re-negotiate your role as facilitator

FACILITATION CHECKLIST
for methods of overcoming language and literacy barriers

* Negotiate ground rules - create environment with level of language, discipline and general working principles
* Make instructions clear
* Check that instructions are understood
* Ensure widest participation of the group
* Have on-going evaluation/feedback (participants can be quiet for different reasons)
* Reassure participants, instill confidence



11.30

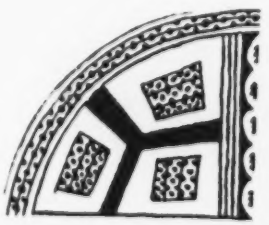
INPUT ON APPLICATIONS OF LEARNING

We remember 20% of information when we only hear it
We remember 30% when we only see it
we remember 50% when we hear and see it
we remember 70% when we hear, see and talk it
we remember 90% when we hear, see, talk and do it

EFFECTIVE ADULT EDUCATION

We learn best when -

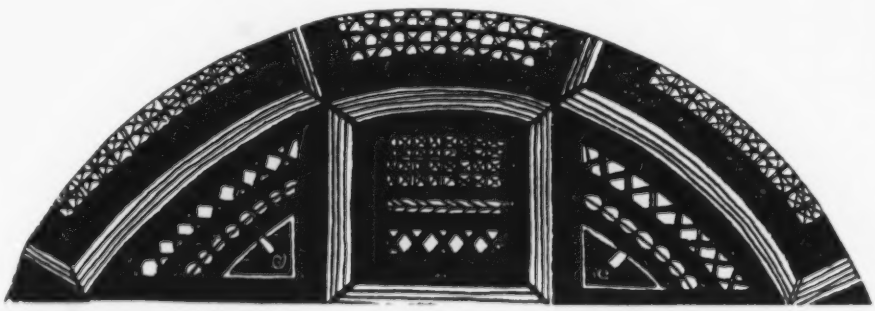
* we see the knowledge as valuable
* the goals are clear
* we can make mistakes and look together at them and see why
* our own experience is valued and used
* we add new facts to what we already know
* we get direct, frequent feedback
* we can share and discuss our learning with others
* we feel respected and listened to
* we have input into how the teaching and learning happens



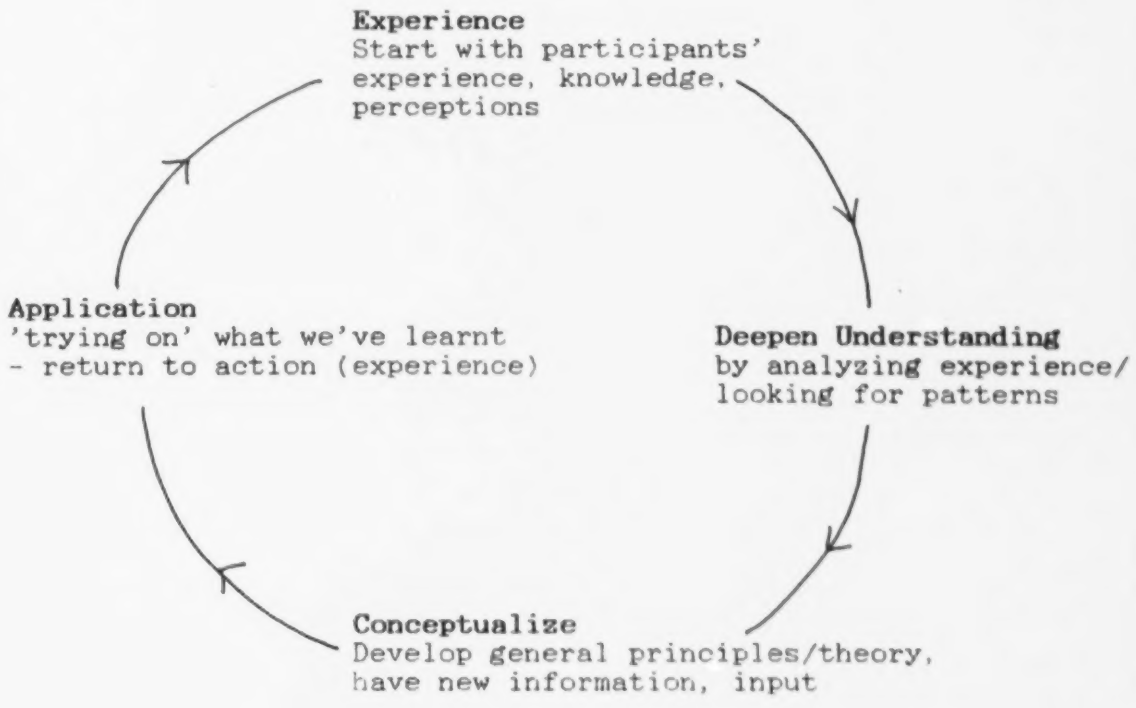
EDUCATION FOR SOCIAL CHANGE - PRINCIPLES

* uses the *principles of adult education*
* poses *problems*
* examines *power* relations
* promotes *collective* as well as individual learning
* helps people move, together, from *analysis to action*
* encourages critical *reflection* on the results of action
* helps people understand their own *interest* in, and *capacity for action*
* is *creative* and uses varied activities
* uses *mind, emotions, hands*
* encourages *learning while teaching*

So how does one structure a workshop?
What is the process of learning/discovering?



STAGES OF A WORKSHOP


Experience
Start with participants' experience, knowledge, perceptions
Deepen Understanding
by analyzing experience/ looking for patterns
Conceptualize
Develop general principles/theory, have new information, input
Application
'trying on' what we've learnt - return to action (experience)

Interaction between:
Experience/Theory
Action/Reflection
Participants' knowledge/New theory

A workshop can go through this cycle several times.
Each phase is important because people learn in different ways

People's education and popular education are both EDUCATION FOR SOCIAL CHANGE.

EDUCATION FOR SOCIAL CHANGE

	CONTEXT /ORIGINS	FOCUS /EMPHASIS	DEVELOPMENT
POPULAR EDUCATION	• Latin America - Brazil 1960's (Paulo Freire)	• literacy work with landless peasants - non-formal community education - problem-posing/ democratic methods • Education for liberation	• 1970's - South America - network of Popular Education Centres linked to popular movement (education and organisation) • 1980's - Nicaragua - mass application to adult education (literacy, health ...) • questions regarding application to formal school system
PEOPLE'S EDUCATION	• South Africa - Student boycott / NECC - 1980's	• alternative curriculum development (formal system) • anti-apartheid struggle • democratic methods • Education for liberation	• still new • posing questions regarding relevance to non-formal education / the popular organisations

BEST COPY AVAILABLE

PUTTING PRINCIPLES INTO PRACTICE

A new piece of newsprint was pasted up on the wall;

> TASK
>
> 1. Choose one of the principles of popular education
> 2. Discuss how you can apply this in your work situation
> 3. Demonstrate how you would do this through an activity in plenary

Participants divided into groups according to their constituency. These were:

1. cultural work
2. teachers
3. literacy
4. students
5. trade unions
6. adult education

Each of the six groups then discussed creative ways of demonstrating *one principle* of **EDUCATION FOR SOCIAL CHANGE**

DEMONSTRATING OUR LEARNING

Each group did a role play on the principle they had chosen to demonstrate education for social change.

CULTURAL WORK

The facilitator called on the first group, the cultural workers. They role-played people from an organisation going to a service organisation to get help with painting a banner for May Day. This showed *collective and individual learning* around designing and making a banner. It also showed *learning while teaching*.

TEACHERS

The teachers did a short role-play on the call to return to school showing different viewpoints. Some said students should go back to school, some said they shouldn't. They showed the principle of moving from analysis to action and critical reflection on the results of action. They also posed problems.

LITERACY GROUP

They re-looked at the task given and decided to do something they felt would be more useful. So they had a discussion on their "problems of problem-posing". They also discussed the idea of moving from analysis to action and from action to analysis.

UNIONS

The group of four role-played four men and their conversations. Two men, from rural areas, were talking to each other. The third was a young activist talking about the ANC to the fourth who was from a trade union. The activist was dismissive about the two "farm people", while the unionist was trying to talk to the two men to interest them in joining the trade union.

The rural men said they had come to earn money for their children and could not get involved "in daaie politiek". The trade union member asked if they didn't feel they needed to earn more money. They agreed loudly. He then asked them if they would get more money if they went to the boss by themselves to ask for more. They said no. He said if they joined the union they would have a representative going to the bosses for all of them. They immediately saw it as a good idea and agreed to join the union.

Their role play showed the principle of *collective action*. It also showed *posing problems, anticipating conflict* - finding other words that didn't elicit hostility. It was *related to people's concrete problems*. They demonstrated the *connection of mind and emotions*, for example the money. They showed how to *move from analysis to action*. The trade union member, unlike the activist, used the language of the rural people so they could understand him.

The trade union group demonstrating education for social change

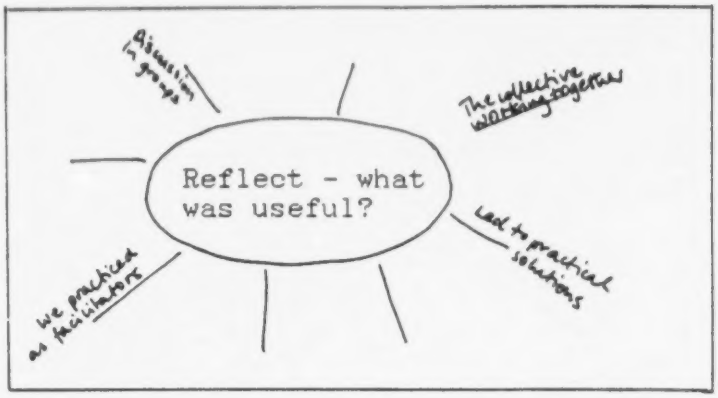
ADULT EDUCATION

The adult educators called on everyone to join them. In their role-play they had a facilitator with 70 students all from different backgrounds and with different interests. She started off with a Name Game but couldn't get everybody interested and willing to join in. She then asked everyone to go and sit down again and said that it had not worked and that they should try another way to introduce everyone to each other.

The principle demonstrated was *critical reflection* on a mistake. Another one shown was that of *learning while teaching*.

STUDENTS

This group asked everyone to write down onto pieces of paper one thing they found useful about this excercise of acting out a principle. These were then stuck onto newsprint around the word "reflect".



Participants were asked to get into "buzz groups" (pairs or threes) to discuss **why** the things they had identified as useful, were useful.

The students's group put up newsprint with:

Questions for critical thinking:
This implies evaluation with;
- depth
- positive and negative (balance sheet) points
- subjective (I) and objective (organisation) components
- draws the lesson for future action

POSSIBLE QUESTIONS

1. What was useful, why? How can we improve on this?
2. What wasn't useful? Why? How can we do it differently?
   (For me and my organisation)
3. Identify the key issues/lessons for future action

This group showed the principle of *critical reflection on the results of action.*

3.15-3.45

LINKS BETWEEN POPULAR EDUCATION HERE AND ELSEWHERE

The facilitators, Barbara and Bev took the participants on a "plane journey", touching down at the places they had worked as popular educators before.

NICARAGUA

From 1979 to 82 there was a large-scale application of popular education methods with the liberation movement which had come to power. These methods were used to teach people to read and write, about preventative health care and so on. The dictatorship had left the country in ruins and there were not many trained people. In popular education, questions were asked about who is an adult educator, the relationship between student and teacher and what knowledge is valued. The "multiplying effect" took place in which the intitial group would train others, who would then train other people, who would train others and so on. Popular education took the form of giving people the tools for creative problem posing. An example of this was when a comrade had not brought an animal to carry vaccines to a doctor in another village. The doctor wanted to confront the comrade in front of everyone. The popular educator said "no, let's rather do a drama around what happened". The drama showed up the relationships that were going on between the doctor and the people. The comrade then stood up and said he was sorry but that he had not been responsible for what went wrong.

GRENADA

Grenada is a tiny country, 20 miles by 15 miles with a population of about 110 000. In 1979 a four and a half year revolution began until the USA invaded Grenada and blocked all loans and shipping facilities. The people in Grenada set up a popular education centre because the comrades went to Nicaragua to learn how to do literacy. Grenada is short of resources, it has bananas and cocoa. So the government decided to put the budget to the whole population. In parishes people decided, "we need roads" etc and in March 1983 the government presented a modified budget to the people at a stadium, based on the democratic meetings which had taken place in the parish meetings.

CANADA

In Canada there is only a very small social movement and power relations are mostly hidden so people believe they have democracy and individual rights. But the whole question of consumerism where people's needs are created by profit-seeking corporations is not questioned. As a popular educator in this context one

needs to think of the role of the middle class and the importance of making power relations clear. Many Canadians are colonised by American culture and TV. Popular educators there deal with questions of gender, race, the notion of democracy (for example: do the Canadian people make decisions on their environment?).

LUSAKA

They were invited by the ANC to workshops on "how do you translate popular education into democratic action?" Before the conference 12 ANC departments met to clarify the objectives for the five days. They wanted to know "how do you build democratic method in choosing leadership, in running meetings, providing input". Security matters were important, "how open can meetings be" and then "when is it used to suppress certain things"? During the last part of the workshop a comrade with a radio outside shouted "we've been unbanned". Some of them had been in exile for 23 years. The workshops included group drawings for political analysis and simulation games. Some academics present said they had heard some of the best recommendations ever during that workshop.

JOHANNESBURG

A workshop was held with people from community organisations to look at ways of educating trainers in democratic educational practice. To deal with the issue of racism, in one situation four groups were asked to draw something on racism in society and two groups to draw something on racism in the workplace. Then they analysed what people saw in their drawings. Many people had never had the chance to discuss racism in a mixed group before. The facilitators asked the groups what that drawing excercise had been like for them. They said they had felt uncomfortable. This led to participants spilling out other emotions and a long discussion followed.

CAPE TOWN

There were similar themes to those in Lusaka and Johannesburg. For example

1. Democratic practice - we need to learn the practical skills of democratic education
2. Question of the baggage we all carry from the formal educational system - we need to ask ourselves "HOW am I carrying that baggage?" and becoming more open to self-criticism.
3. Theme of the outsider. The popular educator who comes from a different context: this can be useful but we need to look at that, especially when we are coming from a more powerful situation.
4. The incredibly rich experience already present in South Africa's democratic educational practice.

BEST COPY AVAILABLE

EVALUATION IN THE WORKSHOP

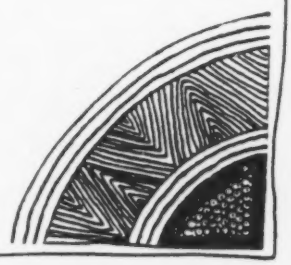
A facilitator handed around sheets called FLY ON THE CEILING and asked for participants to reflect on the workshop and give us feedback.

Fly on the Ceiling

1. What did we do?

2. What happened for you - summarize what you learned/felt

3. What could you use? How could you change it to meet your own situation? What alternatives can you think of ?



EVALUATION

People's experiences

An overview of people's evaluation comments showed that people had mostly experienced the workshop as "practical democracy" or "democratic education". They had "had fun" and had "collectively participated" in looking at "how learning happens". They had enjoyed the "creativity" and seen how "similar" their experiences were. They had seen the importance of "workshop design" and the need for "having a clear destination before planning the whole trip". They had "learnt that for a future South Africa more trained people are needed" to apply popular education in different contexts.

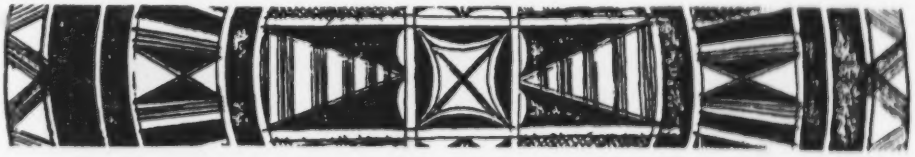
People had felt "inspired", "enlightened". Someone said they had "realised how intolerant I am when people see things differently". Another person felt "we need to be more self-critical in our teaching". Someone else said "my eyes are now opened to new ways of democratic approaches in learning".

People's recommendations

People said the university must take education into the community and asked that the information coming out of the workshop be documented as quickly as possible.

What people said they could use

Points mentioned most often were the planning and facilitation checklists and the popular education principles. Other points were the starter puzzle, the eye to eye energiser, the students group's reflection process, role plays and the "effective learning principles".



REFLECTION BY THE ORGANISERS

Follow-up

A follow-up letter from one organisation said: "we are grateful to CACE for providing a unique platform where different organisations could share their similar problems, formulate common solutions and not get caught up in ideological defenses. THANK YOU"

We would like to add: Thank you to all participants for their contributions.

Problems

* Too little time was allocated to planning this workshop, especially to planning it together with the two Canadian popular educators.
* Not all facilitators were at all planning meetings
* Objectives for the first day were not specific and clear enough.

Recommendations

* The need for clear and specific objectives which are stated at the beginning of the workshop.
* The need to have all the planners and facilitators, including the administrative organiser, at all the planning meetings
* The need for ensuring that documentation on newsprint is built into the structure of the workshop if a report is to be compiled afterwards.

Conclusion

The evaluation showed that participants benefitted from the workshop. By sharing their educational "nightmares" and pooling their experiences and knowledge in a structured yet creative way they were able to formulate guidelines for dealing with common problems. The collective learning, together with the theoretical input, enabled participants to further develop their skills as community educators.

Looking forward

This booklet which captures the content and process of the workshop is intended to be used in spreading these educational skills further into the community. We hope it is useful in the on-going process of social renewal.

APPENDIX

Centre for Adult and Continuing Education

University of the Western Cape
Private Bag X17, Bellville, 7535, R.S.A.
Tel.: 959-2911, 959-2795/9

6 December 1989

Dear Comrades,

Re : Nightmares, challenges and opportunities :
A Popular Education Workshop

We wish to invite two experienced educators from your organisation to a two day Popular Education Workshop in February 1990. Two well known Canadian popular educators will be visiting CACE for a few days at that time. They are Beverley Burke (co-author of A NEW WEAVE. POPULAR EDUCATION IN CANADA AND CENTRAL AMERICA) and Barbara Thomas of the Doris Marshall Institute for Education and Action. Both of them are very experienced popular or community educators who have worked extensively in Latin America and Africa. They are based in Toronto.

Unfortunately their visit will be brief so we have to plan their programme with particular care taking into account the needs of local community/popular educators on the one hand and their needs on the other. They would be at the end of a month long visit to Africa and are ideally wanting to spend the time in Cape Town in peer learning situations where they can learn from us and we from them.

With these constraints in mind we are planning a two-day Popular Education Workshop for between 20 and 30 experienced community educators who would like to hone their skills. The workshop will take place at CACE on the 21 and 22 February 1990.

At this stage in the planning process we are wanting to find out : 1) whether your organisation would be interested in participating, and if so
2) which "nightmares, challenges or opportunities" from your work would you most like the workshop to focus on?

We have begun a list below. Please could you indicate which of these your representatives would find particularly pertinent, and add others if necessary.

Nightmares, challenges and opportunities for a popular educator

----- 1. challenging racism
----- 2. challenging sexism
----- 3. achieving active participation
----- 4. helping participants set learning objectives
----- 5. challenging the urban / rural divide
----- 6. exploring the social context and its impact on workshop design and facilitation
----- 7. overcoming language and literacy barriers
----- 8. methods for contextual analysis
----- 9.
-----10.

Any ideas or suggestions you have for the programme will be welcome. The final design of the programme will be developed in consultation with the visitors and with yourselves. It is important therefore for us to hear from you. Time is short as we are needing to discuss the tentative programme with Bev and Barb before they leave in mid-January for Lusaka.

We look forward to hearing from you soon.
In solidarity.
Yours sincerely,

Shirley Walters
(On behalf of the Organising Group)

BEST COPY AVAILABLE

Participants enjoying Eye to Eye

MOTTO

Beware
what you ascribe to leaders
you take from the people.

Take from the leaders
give to the people
for leaders are colourful flags.

They wave and waver as the wind blows
as people work the bellows
and make the whirlwind's thunder.

ARI SITAS

BEST COPY AVAILABLE